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ABSTRACT

The document describes the Dean's Grant Project at Augustana College (South Dakota) which focused on the implications of P.L. 94-142 (the Education for All Handicapped Children Act) for colleges and universities offering preservice and inservice teacher training programs. Implications of six major aspects of the law for higher education are focused on: the zero reject principle; individual education programs and appropriate education; the least restrictive alternative; testing, classification, and placement; procedural due process and parent participation; and personnel development/inservice training. Also provided is an outline of teacher mainstreaming competencies which include ability to recognize and describe the normal development behavior patterns of children, ability to demonstrate and utilize knowledge regarding classroom assessment procedures, and knowledge of the factors to consider in planning curricula. (SBH)

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PUBLIC LAW 94-142: IMPLICATIONS FOR HIGHER EDUCATION

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Much has been written about Public Law 94-142, but little has been written about its implications for higher education. As one studies the law, it becomes clear that Public Law 94-142 has far-reaching implications for teacher education institutions.

The Education for All Handicapped Children's Act states, in effect, a Zero-Reject Principle. This is based on a conviction that every human being, regardless of the severity of his or her handicap, has a right to an education and has a right to be treated as a person. The law calls on educators to eliminate isolation of the handicapped and to provide for the education of handicapped children in the Least Restrictive Alternative.

Many colleges and universities are dealing with these implications in the form of redesigning their teacher education programs so that their graduates will be better prepared to work with mildly handicapped students, and their special education graduates will be able to function in a changing role.

The Bureau of Education for the Handicapped currently funds approximately sixty projects in colleges and universities throughout the nation with grants, generally in the range of $20,000 to $50,000, to help underwrite the developmental costs of making teacher education more responsive to the needs of handicapped children. These grants have been referred to as "Dean's Grants." Augustana College, in Sioux Falls, South Dakota, was awarded one of these grants. The project at Augustana College, now in its fourth year of funding, is referred to as Project P.R.E.P., Preparing Regular Education Personnel for Mainstream Programs. The immediate purpose of this grant program was to increase the knowledge and skills of regular education personnel to more effectively meet the needs of the mildly handicapped in regular classroom settings; the ultimate goal was to extend the capacity of regular education personnel to accommodate

a broader range of individual differences among students and, in particular, to provide each exceptional student with appropriate educational services. The program adjustments required to meet these goals do demand some functional changes in teacher education preparation.

During the past decade, the inclusionary trend, seen in the public schools, has been accelerated markedly as there have been developed a variety of accommodative techniques--resource rooms, consulting teacher programs, and other instructional/administrative arrangements--which have brought regular and special education teachers into stronger, more effective collaborative modes of operation.

With the passage of Public Law 94-142 in 1975 which requires the education of handicapped students with their nonhandicapped peers, whenever feasible, and with the judicial establishment of the principle of "least restrictive alternative" in the classroom placement of students, the further development of regular schools and classes as educational settings for the handicapped student has become extremely urgent. The "Dean's Grants" are a recognition of that urgency and of the long-range needs for adaptations in teacher-training programs and in the functions of educational personnel.

To enhance and extend the capacity of regular educators to serve handicapped students in regular class settings with appropriate administrative and instructional supports, changes in the current roles and functions of many personnel are mandated. The training and retraining of school personnel, especially teachers, must be given top priority in teacher-training institutions. Many other adaptations are required, of course, such as the redefinition of traditional roles of both regular educators and specialists; the utilization of many special educators in positions of cooperation with and support of regular teachers' arrangements to improve and increase the availability and

quality of instructional materials; and the development of close working relationships with parents.

The renegotiation of the roles of regular and special educators is part of a major movement. Although the problems and opportunities are considerable both in number and in magnitude, they challenge preservice and inservice teacher-training programs to respond.

But, there is a deficiency in Public Law 94-142 because it does not directly call for these major changes in our teacher training centers. All universities and colleges need to examine some of the major reforms that are needed in preservice and teacher education. It is clear that we need to better prepare teachers who are qualified to implement Public Law 94-142.

Our teacher education graduates must be well versed in the discipline connected to their teaching fields, but teachers also require intensive preparation to develop diagnostic and planning skills, and a broad repertoire of teaching behaviors to meet individual needs of students.

To prepare teachers to work with clients aged birth to 21 or 3 to 21, as prescribed by P.L. 94-142, or in each individual state plan, the knowledge base will need to be expanded. Teachers are now a part of a team whose goal is to create the most appropriate programs for the individual child.

The task of colleges engaged in the preparation of professional educators will be to design training programs responsive to P.L. 94-142. All teacher education institutions will need to seriously undertake an assessment of their own programs.

Our Dean's Grant has resulted in many positive changes in our programs at Augustana College. After many faculty meetings and discussions, it was initially felt that our department was not modeling what it was teaching, or modeling what we said we believed in. It was our belief that the most sensible way of preparing

college students for mainstreaming environments was to demonstrate the benefits of an integrated approach between regular and special education.

As part of the change in our education program at Augustana College, we are no longer functioning as a separate Department of Special Education. Special Education is a part of, not apart from, the Department of Education. In the fall of 1976, we moved together into a new building. We feel that we are now modeling some of the concepts we are expecting of the public schools. We have had our problems, but we are teaming together as we have never done before. We broke down the wall that previously existed between regular and special education. Our students have been the ones to benefit from this change. They have noted more team teaching, more cooperation, and a better understanding of the mainstreaming movement because in essence, we have mainstreamed ourselves.

The role of the other human service departments in promoting the mainstreaming concept at our college was not ignored. Universities, by their organizational patterns, have tended to support not only separation, but competition between groups dealing with the area of human services. Previously, many of us in education have been known to separate ourselves from nursing, health services, psychology, social work, sociology, and other related schools and departments. To model mainstreaming concepts effectively, we felt we had to not only break down walls between regular education and special eduction, but also the walls between education and the entire human services area.

The staff at Augustana College has based the program on a list of several competencies (which are included in the appendix). These deal with normal childhood development, communication skills, classroom assessment procedures, curriculum planning in terms of individual needs of students, and classroom mangement..

The staff also took a serious look at Public Law 94-142 and its Implications for Higher Education by focusing on six major aspects of this law. These include 1) the Zero Reject Principle, 2) Individual Education Programs and Appropriate Education, 3) The Least Restrictive Alternative, 4) Testing, Classification, and Placement, 5) Procedural Due Process, and Parent Participation, and 6) Personnel Development Plan/Inservice Training. Each one of these were discussed in regard to implications for teacher preparation, not only at Augustana College, but other Higher Education Institutions.

Zero Reject. It is clear that with the number of handicapped children to be served expanding under the "zero-reject principle," the number of students entering special education will increase. More positions are opening in early childhood education for the handicapped, along with more public school positions for the severely and profoundly handicapped. Since we must now serve to age 21, this has also opened up many more job opportunities in the secondary and vocational education areas. Augustana's faculty has examined these new dimensions for special education and felt that the implication of the concept of zero reject includes first of all, more coordinated planning among colleges, universities, and SEA's than we have previously seen. In a small population state like South Dakota, the four colleges offering degree work in special education cannot be expected to meet the varied needs of the entire handicapped population. Our colleges may be well equipped to train students in some exceptionalities, but not all. The question remains, "Can colleges offering special education majors, especially smaller colleges, be expected to train students to deal with all exceptionalities?" Clearly, this calls for colleges in our state to work together in planning pre-service programs.

Secondly, the "zero reject" model will create a re-examination of certification requirements. In the state of South Dakota, special education is

an endorsement of elementary and secondary certification with a recent change in the area of severe and profound certification whereby the elementary education certification requirement was removed.

Individual Education Programs and "Appropriate Education." With the passage of P.L. 94-142, the legislative requirements regarding the provision of an appropriate education have clear implications for colleges and universities. Most regular classroom teachers now realize the fact that children with learning problems require a special curriculum.

The major implications for this mandate of Public Law 94-142 includes first of all, training for the development of IEP's. This would include training for not only special education majors, but would include exposure to IEP's for all elementary and secondary majors.

Secondly, Appropriate Education and IEP's will mean that all education graduates must know how to adapt and modify curriculum in each content area.

Least Restrictive Alternative. The least restrictive appropriate placement has great implications also for higher education. The Dean's Projects are developing training models to prepare regular educators to teach handicapped children in regular classroom settings. Unfortunately, many regular education university students are still not receiving adequate pre-service training in the education of handicapped students.

The adequate preparation of all educators for mainstreaming is the responsibility of university training programs. In order for college faculty members to provide this necessary training, they themselves must expand their own skills to include competence related to the handicapped population. As university faculty learn these new skills, they will be in a position to train students for the necessary role of teaching handicapped students in the least restrictive setting.

To provide training to all higher education students, a necessary prerequisite is revamping teacher education curriculum, including both coursework and practicum, to include content and supervised experiences with handicapped individuals; one approach is for the institutions of higher education to offer elective or required courses on handicapping conditions. But, our faculty felt that this approach still separates regular and special education into different tracks. Therefore, a more productive role would be for college faculty to begin to merge special education content into existing regular education methods courses. For example, elementary education and special education might teamteach or jointly develop a regular education methods course including designing curriculum for the mildly handicapped. It can again be argued that the most sensible way of preparing university students for mainstreaming is demonstrating the benefits of an integrated approach between regular and special education programs during training.

The responsibility for educational programs for the mildly handicapped has shifted from being singularly assumed by special educators to being shared by all education faculty. ALL education personnel must now be knowledgeable about handicapped students in order to provide an appropriate curriculum for them.

The major implication of the federal legislation regarding least restrictive placement for institutions of higher education include 1) faculty orientation and development, 2) curriculum modification, 3) preparing future teachers in consultation skills, 4) working closely with the schools to implement the mainstreaming concept, and 5) research on the effectiveness of educating children in the least restrictive alternative.

Testing Classification and Placement. One of the major implications

regarding testing classification and placement is, first of all, all students must know how to refer a child for special education services.

Secondly, teachers must have a better knowledge of formal and informal assessment techniques and how to use them for the purposes of classifying and prescribing programs for students. Also, students must receive training in teaming, cooperative skills, and consultive skills. Placement committee simulations should be made a part of every teacher's undergraduate training.

Procedural Due Process and Parent Participation. Every educator must understand due process procedures. Universities will need to continue to train school administrators, school psychologists, and regular and special educators regarding these procedures.

Rights of confidentiality, school law, and the regulations that relate to it, should become part of the foundation of preparation for all educators. Teachers particularly need to be thoroughly knowledgeable about the interactions of law and education. The knowledge is necessary for the safeguarding of peoples' rights, for self-protection, for intelligent professional and political reaction, and for advocacy when new laws are needed or old ones should be changed.

The regulation to extend the rights of shared educational decision-making to parents of handicapped children also has significant implications for teacher education. Clearly we must train teachers to effectively work with parents. Special education has provided course work on parent counseling, but all teachers need exposure to communicating with parents in an effective manner. At Augustana College, many faculty members have also made a special effort to make themselves available to parents and parent groups.

Inservice Training Personal Development Plan. Each school district's program plan must provide a structure for personal development and in-service education needs.

An important part of the teacher training institution's role will be in the area of inservice training. All teachers will need some re-training. We must not forget, however, that the university professor who will be asked to provide inservice training for the schools may be in need of much inservice themselves. Since there is an expressed need for public school teachers and administrators to be trained and re-trained in special techniques, methods and materials, feelings, and attitudes, the university professor must also undergo serious inservice training for the same purpose. Our grant has, in part, provided inservice for our college faculty, but this has not been an easy task. As college faculty we have to admit that, like teachers in the public schools, the college professor is also in need of inservice.

A problem exists at many colleges when promotion and tenure are concerned. University and college faculty are seldom promoted or rewarded for providing services outside of the college setting. Consultation to public schools is not viewed by some as important as publishing in a journal, writing grants, or researching a particular area. If we expect changes in teacher education, we must broaden the incentive system at our universities and colleges, in regard to in-service training.

It is clear that college and university training programs will be asked to give numerous inservice programs regarding P.L. 94-142.

It is also true with declining enrollments, inservice education may be the survival of many institutions of higher education.

A word of caution: in many institutions it is easier to deal with in-service needs in our public schools than preservice needs or "inhouse" needs. We are the only profession that I know of which can say to a graduate after four years of undergraduate training, "Congratulations, you are now ready for inservice.

One of our most effective faculty development sessions involved a Handicapped Awareness Day on our campus. This involved the entire campus, not just the Department of Education. On this day, some faculty were put in wheelchairs, and on crutches, some were blindfolded, and some earplugs for part of the day. We did a study of architectural barriers and provided speakers throughout the day on such topics as "The College Student with a Visual Handicap," "The Physically Handicapped College Student," "The College Student with a Hearing Impairment," "The College Student with Reading, Writing, and Spelling Problems," and community resources available to assist the college professor with students with special needs. The day was exciting and profitable for all.

All of us must realize that changes in educational programming have seldom been initiated by college personnel. Instead, parent groups, court actions, and federal and/or state legislation as certification standards have really been the ones to create change in our education program format. But now, many teachers in the field are saying that they were not taught the skills to deal with mildly handicapping conditions. It is now up to us in higher education to respond to these demands and concerns.

It is important that we remember that the most effective way to improve education in our public schools is to improve teacher education.

Handicapped children can be successful in the mainstream of education only when teachers are willing to accept these children and when they have the skills and confidence to deal with the full range of children's behavior. As educators, it is not only a challenge, but it is now our responsibility.

MAINSTREAMING COMPETENCIES: AUGUSTANA COLLEGE

DEAN'S PROJECT

Competencies

1.0 The competent teacher can demonstrate and utilize knowledge about the normal and deviant learning patterns of children and youth.

1.1 The competent teacher can recognize and describe the normal development behavior patterns of children.

1.1.1 Recognize and describe normal developmental psychomotor characteristics of children and youth.

1.1.2 Recognize and describe normal developmental cognitive characteristics of children and youth.

1.1.3 Recognize and describe normal developmental affective characteristics of children and youth.

1.1.4 Recognize and describe normal developmental social characteristics of children and youth.

1.2 The competent teacher can recognize and describe behavioral characteristics in atypical developmental growth patterns.

1.2.1 Recognize and describe characteristics of atypical vision which can affect the normal developmental pattern.

1.2.2 Recognize and describe characteristics of atypical audition which can affect the normal developmental pattern.

1.2.3 Recognize and describe characteristics of atypical physical development and health-related deficiencies which can affect the normal developmental pattern.

1.2.4 Recognize and describe characteristics of atypical perception which can affect the normal learning patterns.

1.2.5 Recognize and describe atypical social behaviors which can affect the normal learning pattern.

1.2.6 Recognize and describe atypical intellectual development which can affect the normal learning patterns.

1.2.7 Recognize and describe delayed or precocious speech and language behaviors which can affect normal learning patterns.

1.2.8 Recognize and describe other atypical conditions which may cause learning problems in specific academic areas, e.g. tone deafness, color blindness, etc.

2.0 The competent teacher can demonstrate and utilize knowledge regarding classroom assessment procedures.

2.1 The competent teacher understands the relevance of classroom diagnostic techniques for both individual and group assessment.

The competent teacher can:

2.1.1 Use basic measurement procedures including item analysis techniques and methods for assessing reliability and validity to evaluate and improve classroom measurement devices.

2.1.2 Differentiate: aptitude, achievement and diagnostic tests; normed and criterion referenced tests; formative and summative evaluation; measurement and evaluation.

2.1.3 Administer, score, and interpret standardized achievement tests.

2.1.4 Differentiate between appropriate and inappropriate use of standardized tests.

2.1.5 Differentiate between appropriate and inappropriate use of informal assessment instruments.

2.1.6 Describe student response patterns which may occur in classroom performance and explain how they may affect learning.

2.1.7 Recognize possible legal and ethical consequences of testing, grouping, labeling and treating exceptional children.

2.2 The competent teacher implements and selectively utilizes the various assessment modes, i.e., informal, standardized, etc.

2.3 The competent teacher employs formal and informal assessment techniques in an ongoing program so that appropriate diagnosis and instruction may result in an increase in student achievement.

2.4 The competent teacher recognizes those professional roles and special service agencies necessary for referral of children who deviate markedly from normal developmental behaviors.

The competent teacher:

2.4.1 Knows the referral system used by area school districts.

2.4.2 Identifies and selects appropriate special services in the school and community.

2.4.3 Effectively communicates assessment results to other professionals.

3.0 The competent teacher knows the factors considered in planning curricula.

3.1 The competent teacher understands the relationships which exist between theories of learning and development and curriculum planning.

3.2 The competent teacher understands the basic curricular areas.

The competent teacher:

3.2.1 Effectively evaluates instructional materials and media.

3.2.2 Demonstrates understanding of the scope and sequence of task presentation to facilitate learning in curricular areas.

3.2.3 Employs the concepts and approaches to career education and life planning in designing curriculum.

3.2.4 Demonstrates the use of a materials retrieval system.

3.3 The competent teacher can modify the existing classroom curriculum to meet the needs of students who deviate from normal developmental patterns.

The competent teacher:

3.3.1 Evaluates the existing curriculum content in terms of meeting the individual needs of students and groups of students.

3.3.2 Adapts the curricular program to meet the needs of individual children and groups using existing or supplementary content.

4.0 The competent teacher can demonstrate and utilize knowledge regarding instructional planning and classroom management.

4.1 The competent teacher can design instructional programs for individuals.

The competent teacher can:

4.1.1 Write a terminal objective for each unit or group of lessons with a common goal.

4.1.2 Write enroute or enabling objectives for each daily instructional session.

4.1.3 Sequence tasks from early to late developing skills and from simple to complex behaviors.

4.1.4 Set criteria for acceptable performance in accordance with the students' entry behaviors.

4.1.5 Select instructional activities for a student on the basis of his profile of strengths and weaknesses, derived from teacher assessment and evaluations by support personnel.

4.2.12 Demonstrate knowledge of institutional and administrative factors which facilitate or impede delivery of services.

4.2.13 Demonstrate knowledge of and have exposure to special classes, resource rooms, and service programs provided by various disciplines and community resources.

4.2.14 Demonstrate skill in using appropriate service resources in the school and community by working through or within the school/district structure.

4.2.15 Plan for and carry out integration of activities and resources for students with a wide range of abilities.

4.3 The competent teacher can use classroom management approaches appropriately with the exceptional learner.

The competent teacher can:

4.3.1 Incorporate the child's view of the learning situation, obtained through observation and interview, into the classroom management program.

4.3.2 Establish a positive set for learning by expressing expectation for achievement.

4.3.3. Communicate clear directions to the student in terms of the precise behaviors to be demonstrated.

4.3.4 Provide frequent success experiences for each learner.

4.3.5 Provide appropriate verbal and non-verbal rewards for the child who meets an academic objective.

4.3.6 Demonstrate a repertoire of verbal and non-verbal strategies for communicating with students; for example, use of silence, proximity, movement, probing questions and open-ended questions.

4.3.7 Differentially reinforce behaviors to teach the child the repertoire of behaviors which are acceptable in the classroom.

4.3.8 Provide constructive, clarifying feedback when an error occurs in a response.

4.1.6 Provide adapted and/or supplemental materials to meet the needs of a specific learning pattern.

4.1.7 Develop teacher-made materials to meet the unique needs of an individual-learner.

4.2 The competent teacher can implement and manage instruction programs.

The competent teacher can:

4.2.1 Use peer tutoring techniques.

4.2.2 Provide appropriate individual, small-group, and large-group experiences for each learner.

4.2.3 Group for instruction children who demonstrate similar academic strengths and deficits, as well as students who exhibit similar interests in a common task.

4.2.4 Use reinforcement and/or practice in instruction.

4.2.5 Monitor, record and measure academic or non-academic classroom behaviors to provide continuous evaluation and corrective feedback.

4.2.6 Implement procedures for pupil self-evaluation.

4.2.7 Plan the physical layout of the classroom to meet the instructional needs of all children and to facilitate implementation of the scheduled program.

4.2.8 Develop appropriate classroom schedules that allow for implementation of diverse activities.

4.2.9 Implement a program for reporting student progress that is compatible with the instructional strategy used in the classroom.

4.2.10 Use ancillary personnel appropriately.

4.2.11 Demonstrate consultation skills for obtaining information from and giving information to parents, children, other professionals, etc.

Competencies

5.0 The competent teacher can recognize the interrelationships between policies and procedures regarding exceptional children and the social political community consequences in terms of equality, opportunity, discrimination, and public attitudes.

5.1 The competent teacher understands the implications of cultural/sex differences in the classroom.

5.2 The competent teacher is aware of his/her attitudes toward exceptionality and how these attitudes influence teaching and learning.

5.3 The competent teacher demonstrates effective communication skills.

The competent teacher can:

5.3.1 Communicate effectively with ancillary personnel concerned with all areas of exceptionality.

5.3.2 Engage in one and two-way communication.

5.3.3 Demonstrate listening skills.

5.3.4 Demonstrate constructive confrontation.

5.4 The competent teacher will demonstrate knowledge of legal and legislative issues related to exceptional children and how a teacher should respond to legal rights of children and parents.

5.5 The competent teacher will demonstrate knowledge of historical, philosophical, and psychosocial perspectives on special education and services to exceptional children.